SEATTLE UNIVERSITY

SOCIAL WORK PROGRAM

STUDENT HANDBOOK

REVISED FALL 2012

ACCREDITED BY THE COUNCIL ON SOCIAL WORK EDUCATION

ANTHROPOLOGY, SOCIOLOGY, AND SOCIAL WORK DEPARTMENT
SOCIAL WORK PROGRAM
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WELCOME LETTER

COLLEGE OF
ARTS AND SCIENCES

Dear Social Work Student,

Welcome to the Social Work program at Seattle University! You are commencing on a path to join a nationally recognized and respected profession, whose primary purpose is to advocate for social and economic justice and improve the well-being of diverse people and the communities in which they live.

This ***Student Handbook*** will provide you with critical information about the Bachelor of Social Work (BSW) degree including our mission, goals, graduating competencies and practice behaviors. In addition, you can gain an understanding of the academic progression of the degree including the internal application process. Within the section on Curriculum, degree requirements, course descriptions, and a typical sequence of courses are provided. It is critical that you *carefully follow this plan of study* as our curriculum is highly sequenced with prerequisites before entering the field. Also, valuable information is described about academic and professional advising and university resources to support you through the program. *Quarterly contact with your advisors* is highly recommended as it will maximize your educational experience. Advisors can assist with course schedules, choosing electives, discussing career or graduate school options, and connect you with university resources. Finally, your rights and responsibilities and other policies are detailed, it is wise to be familiar with them.

As you prepare to enter the field, you will receive a ***Field Practicum Manual*** which will detail the specific educational processes and polices for this component of your education. Between these two documents, hopefully many of your questions will be answered. However, if other questions or issues arise, please contact your advisor.

Again, welcome to the major and all that awaits you.

Sincerely,

Mary Kay Brennan, MSW, LICSW
Director and Clinical Professor
Social Work Program

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I. Introduction

A. Overview of the Social Work Program

The Social Work program has developed and matured into a vibrant and regionally respected educational experience for undergraduate students, graduating a cohort each year that overwhelming describes being well prepared for their field experience and confident entering the world of professional work or graduate school. The BSW program began in autumn 2001 growing from an applied Sociology major within the Department of Society, Justice and Culture, graduating our first class in 2002. After candidacy, the program was granted initial accreditation in February 2005 from the Council on Social Work Education (CSWE). This accreditation was reaffirmed by CSWE in 2009 with a very strong review. Our next reaffirmation is in 2017. The vast array of community social service agency partners that accept our students for their field practicum, repeatedly report seeing a distinctive difference in their preparation and competencies demonstrated in the field of practice. We hear that our graduates are often preferred and final candidates for employment opportunities. Those students who go on to graduate school are accepted at the top rated Social Work programs in the country. Clearly, we feel that we have a strong program that effectively prepares our graduates for social work generalist practice.

Our Social Work program benefits from a strong mission "fit" with the university. Our students understand from their Ignatian inspired liberal arts formation their role as a global citizen to advocate for social and economic justice. Through several core courses, students enter the program with at least sixty hours of community service. Nested within the Anthropology, Sociology, and Social Work department, students also receive the benefit of cross disciplinary knowledge through courses and professors. Finally, within the Social Work program, students join a cohort and engage disciplinary knowledge and gain practice skills within small classes (20-25 students) and accessible professors with years of field experience. Our Field Education is thoughtfully designed with an array of placement sites, trained supervisors, and faculty liaison support. Seniors complete their study with a rigorous capstone course which has students research, evaluate, and present a component of their field practice.

B. Social Work Program and the Jesuit Catholic Tradition at Seattle University

Seattle University is one of 28 Jesuit Universities in the United States. The educational mission of the University is centered on a Jesuit and Catholic vision of the person:

> *Seattle University is dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world.*

The mission of the University is founded on six central values: care of students, academic excellence, celebration of diversity, faith, justice and leadership. This mission is integral and highly compatible to the Social Work Program in three ways.

First, the University sees itself as committed to the humanistic education of each of its students. It consciously builds its undergraduate mission on a required core curriculum. Seattle University carries on the Jesuit tradition of a humanistic education closely related to professions and careers. Integral to the mission is the preparation of students for professional life and service; the majority of students are

enrolled in professional programs. "Excellent teaching, supported by high quality scholarship and personalized attention to student learning" insures an intellectually challenging education as the heart of the educational mission. Students are joining a community of faculty and colleagues, in partnership to provide a total educational experience within the classroom, campus, and community that develops competence, character, and leadership.

Second, and perhaps most critically for the Social Work Program, is the University's and the Society of Jesus' long standing and central commitment to social justice. The Jesuit educational tradition promotes independent critical thinkers who are challenged by the Jesuit priority of the " 'service of faith and the promotion of justice' to address issues of poverty, injustice, discrimination, violence and the environment in knowledgeable, committed and effective ways". This is deep commitment can be seen in the academic and campus life activities available to students.

Third, the University mission reflects the belief that students' moral and spiritual development is a necessary part of the educational process. Students are encouraged to explore their relationship with humanity, nature, and God. While Seattle University is a Catholic Jesuit university and as such is informed by the Catholic intellectual, cultural, and religious traditions, diverse points of view, traditions, and forms of spirituality are welcomed, honored, and taught. Members of other value or religious traditions are considered vital members of the community. The University identifies itself as welcoming and promoting "the free dialogue of persons of diverse religious and intellectual traditions". The Social Work Program feels very fortunate to be located within an institution whose values and mission are so congruent with those of the profession of social work.

C. The Department of Anthropology, Sociology, and Social Work

The Social Work program is housed within one department with Anthropology and Sociology. While the program maintains its own autonomy, being part of an interdisciplinary department has rich rewards. The department offers majors and minors in Cultural Anthropology, Sociology and Social Work. Many students have found additional course work and faculty mentoring in these disciplines very enriching. Several courses offered within the Department are cross-listed in Social Work as electives (i.e., Contemporary Indian Reservations, Culture and Mental Illness, Family and Kinship and Culture and Healing).

II. Social Work Program

A. Mission of the Social Work Program

Seattle University Social Work Program mission is to prepare undergraduate students to become competent and effective entry-level, generalist social work professionals who value and respect diversity, anchor economic and social justice as central to their practice, and seek to use their knowledge and skills to improve human well-being. (Adopted 9/11)

Rooted in the Jesuit academic tradition, which is drawn from the vision of Ignatian spirituality and worldview, the program strives for academic excellence that actively engages students to prepare them for a profession in social work that places social justice at the heart of their work. In particular given the

University's Jesuit ethos and liberal arts foundation, and the Social Work Program's position in the interdisciplinary department with Sociology and Anthropology, the program prepares students to analyze social inequities, oppression and discrimination, effectively advocate for social change, and practice competently with diverse populations. The social work faculty is committed to teaching, service and scholarship that directly addresses economic and social justice and enhances the well-being of those without financial resources and oppressed. The Program acknowledges, celebrates, and draws from its strength in diversity as seen its students, faculty, field education experiences, campus life, and neighboring community in Seattle.

B. Definition of Generalist Social Work Practice

The Seattle University Bachelor of Social Work Program's conception of generalist practice involves the use of social work knowledge, professional values, and an array of skills that can be adapted to work with diverse client systems of all sizes in a variety of settings. Generalist practitioners are prepared to employ critical thinking to flexibly choose among practice skills and roles employed through a process of planned change to intervene with individuals, families, groups, communities and organizations and a variety of social problems.

Students educated for generalist practice are prepared to assist clients from an **ecological and systems perspective**, which locate the focus of work within the **person in the environment** interaction. Together these perspectives influence and inform the elements of practice by situating the difficulties and remedies within the nested systems (i.e., micro, mezzo, and macro) and the interactions between the systems. This holistic view of the client allows for comprehensive assessments and intervention plans that address all systems that are implicated. Within the macro system, students in social work at Seattle University are prepared to understand the impact of the organizational realities in which they practice as it affects clients, workers, and the client-worker relationship. In addition, global factors that influence international, national, and local social climates and thereby the human condition is also a part of the macro system knowledge. Overall, this framework prepares graduates to look broadly at the nature and context of the concerns and needs identified so that they may identify the full range of factors involved and all the levels at which intervention may be desirable.

Social work knowledge provides the breath and scope to inform the ecological and systemic perspective to better understand clients within the context of their social environment. It is therefore built upon a liberal arts foundation, which includes courses from the social sciences. Social Work education for generalist practice builds upon this base with content on human behavior and development in the social environment; historical and contemporary U.S. social policy; the use and application of research to inform practice; knowledge about and appreciation for diverse populations; and social and economic justice and populations at-risk for oppression and discrimination.

Central to competent generalist practice are the Social Work's profession's values as articulated by the National Association of Social Workers (NASW)'s Code of Ethics. These values include: service to others, social justice, human dignity and self-worth, importance of human relationships, integrity and competence. As students are prepared to work across settings with a variety of clients with an array of difficulties, values of the profession remain a common thread and point of orientation for practice. In particular at Seattle University given our Jesuit Catholic tradition and resulting articulation of undergraduate education, social justice is at the heart of our program and preparation. Social justice focuses on social problems and contemporary policies and programs enacted to address them. Students

therefore in social work are heavily steeped in the understanding of inequities, poverty, oppression and discrimination and strategies to pursue justice within the core liberal arts curriculum, social work curriculum, and campus life. In Seattle University's preparation of generalist practitioners, students are taught and trained to engage in community, organizational, and civic efforts to enhance client system wellbeing through systemic change.

Social Work skills for generalist practice are based on a **strength-based perspective and empowerment theory** within a process of planned change. Practice that incorporates empowerment theory views the client as possessing the capacity for change and central to the process. Collaborative practice engages and incorporates a client's strengths when identifying areas within systems for desired change and unmet needs to improve well-being. The process of planned change including engagement, assessment, contracting, intervening, terminating, and evaluation is taught within practice to be used with client systems of all sizes. Successful engagement for collaborative practice is informed by knowledge, respect and valuing of diverse populations and developed through strong communication skills. Identification of client strengths within their environment is a component of assessments. Contracting and intervention techniques use empowerment strategies to assist clients to resolve areas of concern and unmet needs. In addition to a variety of skills, generalist practitioners may assume various roles including that of broker, educator, advocate, case manager, community organizer and counselor depending on what is needed and the organizational setting and services.

C. Goals and Core Competencies of the Social Work Program

The goals of the Bachelor of Social Work Program are derived from its mission, informed by CSWE's Educational Policy and Accreditation Standards (EPAS) and specify the intentions of the program to prepare baccalaureate students with the knowledge, values, and skills:

1. For competent and effective entry-level generalist social work practice with varying client systems (i.e., individuals, families, groups, organizations, and communities).(EP2.1.1, EP2.1.3, EP2.1.6, EP2.1.7, EP2.1.8, EP2.1.10a-e)

2. To practice competently with diverse populations (EP2.1.4)

3. To effectively promote and advocate for economic and social justice and human rights (EP2.1.4, EP2.1.5, EP2.1.8, EP2.1.10 a-e)

4. To apply the values, ethics, and standards of the social work profession into generalist practice (EP2.1.1, EP2.1.2)

5. For service and leadership to improve human well-being in evolving contexts. (EP2.1.3, EP2.1.9)

D. Core Competencies and Practice Behaviors for Generalist Social Work Practice

The Social Work program's Core Competencies and Practice Behaviors are taken directly from CSWE's 2008 Educational Policy and Accreditation Standards (EPAS). Faculty has mapped the program's course curriculum content including readings and assignments across these competencies to ensure curriculum coherence, continuity and coverage. Practice behaviors further operationalize each competency and can be seen in the Field Practicum Educational Plan and Field performance evaluations.

EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly.

Social Workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Social workers:

- Advocate for client access to the services of social work.
- Practice personal reflection and self-correction to assure continual professional development.
- Attend to professional roles and boundaries.
- Demonstrate professional demeanor in behavior, appearance, and communication.
- Engage in career-long learning.
- Use supervision and consultation.

EP 2.1.2 Apply social work ethical principles to guide social work practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value and base of the profession, its ethical standards, and relevant law.

Social workers:

- Recognize and manage personal values in a way that allows professional values to guide practice.
- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (NASW, 2008) and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles (IFSW, 2004) and, as appropriate. other codes of ethics.
- Tolerate ambiguity in resolving ethical conflicts.
- Apply strategies of ethical reasoning to arrive at principled decisions.

EP 2.1.3 Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires synthesis and communication of relevant information.

Social workers:

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- Analyze models of assessment, prevention, intervention, and evaluation.
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

EP 2.1.4 Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors. Appreciate that as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power and acclaim.

Social workers:

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- Recognize and communicate their understanding of the importance of difference in shaping life experiences.
- View themselves as learners and engage those with whom they work/

EP 2.1.5 Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Social workers:

- Understand the forms and mechanisms of oppression and discrimination.
- Advocate for human rights and social and economic justice.
- Engage in practices that advance social and economic justice.

EP 2.1.6 Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Social workers:

- Use practice experience to inform scientific inquiry.
- Use research evidence to inform practice.

EP 2.1.7 Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or

achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Social workers:

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- Critique and apply knowledge to understand person and environment.

EP 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Social workers:

- Analyze, formulate, and advocate for policies that advance social well-being.
- Collaborate with colleagues and clients for effective policy action.

EP 2.1.9 Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Social workers:

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

EP 2.1.10(a)–(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

EP 2.1.10(a) Engagement

Social workers:

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
- Use empathy and other interpersonal skills.
- Develop a mutually agreed-on focus of work and desired outcomes.

EP 2.1.10(b) Assessment

Social workers:

- Collect, organize, and interpret client data.
- Assess client strengths and limitations.
- Develop mutually agreed-on intervention goals and objectives.
- Select appropriate intervention strategies.

EP 2.1.10(c) Intervention

Social workers:

- Initiate actions to achieve organizational goals.
- Implement prevention interventions that enhance client capacities.
- Help clients resolve problems.
- Negotiate, mediate, and advocate for clients.
- Facilitate transitions and endings.

EP 2.1.10(d) Evaluation

Social workers:

- Critically analyze, monitor, and evaluate interventions.

E. Program Assessment and Continual Improvement

The Social Work Program at Seattle University is committed to evaluating the degree to which our program goals and outcomes for student learning are accomplished. By engaging in program assessment at regular intervals and gaining information from multiple sources and measures, continuous improvement in the program can be accomplished. These measures are more extensive than the University course evaluation forms that you will be familiar with from other courses in which students are asked to rate the effectiveness of the instructor and the overall quality of the course. The methods of assessment for program evaluation include:

- Degree of achievement of course outcome linked and averaged by program outcomes. At the completion of each social work course, students evaluate the degree to which course objectives have been achieved.
- Final Field Practicum Evaluation of students' performance based on competencies for generalist practice as rated by their Practicum Instructor
- Final Field Practicum Self Evaluation of students' performance based on competencies for generalist practice as rated by each student

- Capstone paper. This embedded senior synthesis assignment is rated using a rubric by two faculty members.
- Senior Exit Climate and Program Effectiveness Survey evaluates the implicit components of the curriculum.

Supplemental measures include:

- An exit senior focus group
- Various Field Education evaluation tools including: student evaluation of the field site and Practicum Instructor, Practicum Instructor evaluation of the program's administration of field, and Faculty Liaison evaluation of the field site and Practicum Instructor
- Alumni and employer follow-up surveys

III. Program Admission and Progression in the Major

A. Program Admission Eligibility Requirements

Students are Social Work major candidates (SOCW.CAND) until they formally apply and are accepted into the program during the fall of their junior year.

Admission eligibility requirements include:

1. Prior admission to Seattle University and declared Social Work as a major
2. Junior level standing (90 or more credits)
3. A cumulative G.P.A. of at least 2.5/4.0 and G.P.A. of 2.5/4.0 in social science and social work courses at the time of application
4. A grade of at least C (2.0) in any completed Social Work required courses
5. Completion of the following prerequisite courses:
    a. Phase One of Seattle University's Core Curriculum
    b. In Phase Two of the Core: Social Science I and II courses
    c. BIOL 101 Principles of Biology (or its equivalent) as the lab science course
    d. SOCW 250 Introduction to Social Work or be concurrently enrolled when applying
6. Completion of an Application packet

A student who does not meet one or more of the admission requirements at the time of application (i.e., G.P.A., required course) may be considered for provisional acceptance to the program by submitting a written plan to complete the requirement with the application to the Program.

B. Career Discernment, Personal Development, and Professional Growth

Students are encouraged to continually assess their motivation, aptitude, and personal capacity for their "fit" with the field of social work. Within advising students can explore various career paths with in the social work profession, including for example the contexts of child welfare, juvenile justice, aging services, mental health, case management, medical or school settings. All courses provide the opportunity for self-reflection and assessment through papers, readings, small group dialog, surveys, and exploratory exercises. Students are regularly encouraged to examine their strengths, areas of growth, biases, privilege, and impact of contextual influences in order to develop as a professional.

Students are regularly prompted to explore their own values and the values of the profession, seeking practice that is guided by professional ethics and standards. Several courses require academic service learning so as to provide students with exposure to various types of social service agencies, their services and clients. Practice courses are designed to link theory with empirically based models and strategies of planned change for individuals, families, groups, and organizations and communities. Students are taped and observed, receiving feedback from peers and their professors. Finally, the senior year Field Practicum experience requires an openness to challenge oneself, grow from feedback and self-assessment, and develop professional habits while learning to engage in social work generalist practice with diverse populations.

C. Application Procedure

Application packets are distributed by the program to eligible social work major candidates within a required course during fall quarter of their junior year. The student will complete an Application packet by January 15th, this includes:

1. A completed Social Work Program Application form
2. A Personal Statement (See the guidelines given in the application packet.)
3. A current copy of the student's Program Evaluation available from www.suonline.edu and all transcripts from other colleges and universities attended (Unofficial copies are acceptable.)
4. Forms included in packet:
    a. Directions to utilize a third party, CertifiedBackground.com to obtain the following background check information:
        1) Washington State Criminal History[1]
        2) Washington DSHS Child and Adult Abuse
        3) Residence History[1]
        4) Social Security number verification
    b. Applicant Disclosure
    c. Consent to Abide by NASW Code of Ethics

[1] For every state the applicant resided at age 18 or older, a state or county, a criminal history check is performed for an additional fee.

5. Three letters of recommendation, including one from a social work faculty member

Application packets are available from the Social Work Program. All application materials are held confidential and shared only with faculty directly involved in the admissions process. All records and documents become property of the Social Work Program at Seattle University.

D. Admissions Criteria

The Social Work Program educates and prepares students for professional generalist social work practice. The academic preparation requires students to attain, integrate, and apply course content knowledge as well as practice and demonstrate competent intervention skills within the values and ethics of the profession. Students must therefore be capable of developing and demonstrating appropriate professional, behavioral, and social attributes for successful practice as outlined by the National Association of Social Work (NASW) Code of Ethics. Both the application of knowledge and ability to perform basic practice skills in the field experience are essential competencies for the Social Work Program. Work in social or civic organizations—either paid or volunteer—is viewed favorably as evidence of the kind of motivation and focus of interest sought in applicants. Given the importance of communication, a basic facility in English communication is considered an entry competency needed for admission to the Program

In that social work students will intervene with clients while in their Field Practicum placement, Seattle University and the Social Work Program have the responsibility to assure that our students possess the knowledge, intelligence, judgment, ethics, integrity, and physical and emotional capacity necessary for this field experience and the profession. Therefore, in deciding whether to admit, retain or graduate a student; permit a student to enter a practicum, Seattle University considers not only the University's academic requirements but also the student's professional characteristics, conduct, and potential to serve effectively and ethically in the profession for which the student is seeking training or certification.

Acceptance in the Social Work Program is based on an assessment of items listed below. Students are evaluated based on the contents of their application packet, prior course work, and information from social work faculty members who know the student. Factors considered for admission include:

- Class attendance and academic performance
- Ethical conduct
- Ability to communicate effectively both orally and in writing, including sufficient English competency to understand course content and work effectively in field placement
- Capacity for self-awareness and willingness to examine own values, attitudes, and beliefs as it relates to social work practice
- Understanding, appreciation and respect for diverse populations
- Social, emotional, and psychological maturity and stability to engage in social work practice
- Possession of values consistent with those of Social Work (i.e., service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence)

- Ability to develop and maintain positive working relationships with faculty, fellow students, and clients, staff and supervisors from volunteer and work experiences
- Capacity for professional behavior (i.e., ability to meet deadlines, punctual, dependable, initiative, follow through)

E. Student Submitted Materials and Admissions

The materials in the application packet assist the Committee in assessing the students entering abilities to grow and develop while in the Program. Described below are purposes for each of the packet components.

- The **Program Application** provides information about relevant human service experience and academic achievements.
- The **Personal Statement** provides the opportunity for the Committee to assess both the content of the essay as well as the student's ability to communicate in a professional manner. Students are asked to describe their interest and plans for their social work education and compatibility with social work values. In that writing is an essential skill required for academic success and for the social work profession the essay will also be evaluated for clarity, style and use of grammar.
- The **degree audit** and **prior transcripts** document the completion of required courses and G.P.A. of 2.5.
- The **background checks** (Washington State Patrol Criminal History and DSHS Child and Adult Abuse) request verifies that students have no prior offenses against minors or vulnerable adults.
- The **three letters of recommendation** (one of which is from a social work faculty member) provide information about the student's interest in, and suitability for, social work. The reference forms asks respondents to evaluate the student's intellectual ability, maturity, oral skills, written skills, ability to think critically, leadership capacity and ability to work with others. The non-social work faculty references ask the respondent to assess the student's personal qualities such as capacity for self-awareness, motivation, ability to handle stressful situations and a concern for the well-being of others. The faculty reference is asked to assess the student's academic achievement, openness to new ideas, and readiness to become seriously involved in the learning process.

F. Response to Student Applications

The Admissions Committee comprised of the Program Director and selected faculty will review the applicant's completed packet and make a decision to:

- Accept the student,
- Provisionally accept the student pending satisfactory completion or attainment of a requirement, or
- Deny admission of the student.

Students will be notified officially in by letter sent through U.S. mail. The Committee may request an interview with the applicant prior to making a decision. The Committee's decision may not be reviewed and is therefore final (See Fair Process Policy in Appendix). The Program and the Director are a committed to a fair and ethical process free from discrimination that recognizes the value to the Program and the field to have a diverse and representative cohort of students.

If a student is provisionally accepted, the conditions for admission will be described in their acceptance letter. Conditions may include: raising their G.P.A., completion of a required course, working with the Writing Center to improve writing skills, meeting with their advisor at regular intervals or other measures. Students admitted on provisional status will be reviewed at regular intervals to determine if they can be moved to good standing.

G. Academic Standards and Progression in Social Work Major

In order to advance in the major and complete the degree, students must meet Seattle University's Core Requirements, the additional College of Arts and Sciences requirements in History and Modern Language, the Social Work major requirements and sufficient general electives to make a total of 180 credits. Graduating students must possess a cumulative grade point average of 2.0 and 62 credits in social work with a grade point average of 2.0 in the major.

In order to progress through the Social Work program, students must:

1. Declare a social work major and meet regularly with their professional and / or faculty advisor. Students may declare a major in social work at any point from admission to Seattle University through the fall of their junior year. Declaring the major as early as possible is encouraged so that students formally come to the program for all of their advising. Students are a social work candidate (SOCW.CAND) until internally accepted to advance in the major.

2. Be accepted into the program during junior year. Students cannot progress in the major nor be eligible to receive a BSW degree (i.e., graduate with a major in Social Work) without acceptance.

3. Successfully complete all social work required courses with a grade of C (2.0) or better.

4. Progress through the sequenced arrangement of the curriculum to meet prerequisites for advanced course work. Students may not take courses out of sequence.

5. Maintain a cumulative GPA of 2.0 or higher and major GPA of 2.0 or higher.

6. Successfully apply, be placed, and complete the 450 hour Field Practicum. All BSW degree candidates must be eligible to be placed in the field and complete the field practicum with co-requisite courses in order to successfully complete the degree.

7. Adhere to ethical, personal conduct, and academic standards of behavior as defined by:

    a. National Association of Social Work (NASW) Code of Ethics 2008 (http://www.socialworkers.org/pubs/)

    b. Seattle University's Academic Integrity Policy 2011-3 (http://www.seattleu.edu/registrar/policies.aspx)

c. Seattle University's Professional Conduct Policy 2011-2 (http://www.seattleu.edu/registrar/policies.aspx)

d. Seattle University's Student Code of Conduct 2012 (http://www.seattleu.edu/studentdevelopment/inner.aspx?id=11456)

e. Washington State Regulations of Health Professions – Uniform Disciplinary Act in the Revised Code of Washington (RCW18.130.180)

If the student whose conduct is judged to be unsafe, unethical, illegal, or unprofessional by faculty guided by above standards, they may not be allowed to complete the course and is the basis for a failing grade. The student may also be placed on academic probation, or may be subject to academic dismissal or disciplinary sanctions. (See Dismissal from the Social Work Program in this Handbook).

Students are asked to continue to monitor their progress toward degree completion by performing a degree audit, called **Program Evaluation** on www.suonline.edu. During formal advising appointments it is customary to review this evaluation. Students are encouraged to speak to their advisor or General Evaluator within the Registrar's office as soon as possible if there are questions or discrepancies about the evaluation.

Students must submit an Application to Graduate form (available on their web site) to the Registrar's office by the dates below:

November 1 for Spring graduation
February 1 for Summer and Fall
October 1 for Winter

Student Academic Specialists in the Registrar's Office will audit your academic progress and send you a degree status email, indicating what course requirements you still need to complete before your last term of attendance. **It is your responsibility to check the requirements in this letter carefully and report any issues to your General Evaluator and your Advisor as soon as possible.**

IV. CURRICULUM

A. Core Curriculum Requirements for Social Work Majors

Social Work students are expected to have completed Phase One: Foundations of Wisdom and within Phase Two Person in Society, the Social Science I and II courses of the Core curriculum prior to taking junior level social work courses. In three instances, the Social Work Program has selected specific courses for Core requirements. The first is BIOL 101 Principles of Biology as the Core Lab Science. The course, Principles of Biology provides a critical foundation for the Human Behavior in the Social Environment course sequence (SOCW 300 and SOCW 301).The second course is ADST 480 Introduction to Alcohol and Drug Addiction, as the required Core Interdisciplinary course. The Introduction to Addiction course provides important information on a significant social problem often seen in social work practice settings. Finally, SOCW 490 Social Work Research III: Capstone is required as students' senior synthesis.

Table 1. Phase One and Two of the Core Curriculum Requirements.		
Course Number	**Course Title**	**Credits**
ENGL 110	Freshman English	5
PHIL 110	Introduction to Philosophy and Critical Thinking	5
HIST 120	Origins of Western Civilization	5
ENGL 120	Masterpieces of Literature	5
MATH	107 or 110 or above	5
Lab Science	BIOL 101 [The Social Work Program has designated BIOL 101 Principles of Biology as the required course option]	5
FINR 120	Or approved fine arts alternative	5
PHIL 220	Philosophy of the Human Person	5
	Social Science I (ANTH/SOCL allowed)	5
	Social Science II (different discipline from Social Science I)	5
	Theology and Religious Studies Phase II (200-299)	5

Table 2. Phase Three of the Core curriculum Requirements.	
Course Title	**Credits**
Theology and Religious Studies Phase III (300-399)	5
Ethics (upper division)	5
Interdisciplinary (The Social Work Program has designated the ADST 480 course as the required option)	3
Senior Synthesis (The Social Work Program has designated the SOCW 490 as the required option)	3

B. College of Arts and Sciences Requirements

All students with a major in the College of Arts and Sciences, including all social work majors, must demonstrate competency in a foreign language through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a College requirement, no course in the sequence may be taken on a pass-fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the foreign language competency examination. See the Modern Language Department for details on the examinations.

Table 3. College of Arts and Sciences Requirements.	
Course Title	**Credits**
Modern language 115, 125, 135, or equivalent	15
Choose one of the following two courses: HIST 121 Studies in Modern Civilization HIST 231 Survey of the United States	5

In addition to the language requirement, the College of Arts and Sciences requires an additional History class. Students may choose either HIST 121 Studies in Modern Civilization, or HIST 231 Survey of the United States.

C. Transfer Students: Degree Requirements and Policy for Transfer of Credits

The Social Work Program welcomes transfer students. Transfer students must first apply and be accepted by Seattle University. All transcripts are evaluated by the University Registrar to determine requirements already fulfilled by previous courses. Courses that are completed when you enter Seattle University will be listed on your Program Evaluation, which is available at SUOnline.

Accepted students who have an Associates degree granted by a regionally accredited Washington State community college prior to first matriculation at Seattle University will be admitted with junior status, with 90 credits. Typically the Associates degree will have fulfilled the Phase One and Two course requirements except for philosophy and religious studies. Transfer students majoring in Social Work are also required to have Principles of Biology as their lab science. If this course was not taken as part of their Associates degree it may be taken at Seattle University. However, it is a prerequisite for the foundation course, SOCW 300 Human Behavior in the Social Environment. Students will also need the College of Arts and Sciences requirements of a foreign language through the 135 level and the History requirement (please see above).

The student's social work advisor with the approval of the Program Director can evaluate University accepted transferred courses for pre-requisite and social work foundation courses. Students may be asked to provide a copy of the course description and syllabus for this review. Only courses taken at an accredited social work program may be eligible for social work foundational course equivalency. Continuing Seattle University students who wish to take additional work at another college must complete a Transfer Verification form with the Office of the Registrar **prior** to attendance. Please read the Registrar's policies for the transferring of credits and/or course content only transfers.

D. Credit for Life Experience Policy

Seattle University's Social Work Program does not accept, nor offer credit for, life experience or any professional experience. This includes the Field Practicum. ***The Program requires 450 hours of field practicum for all students regardless of past employment or experience.***

E. Social Work Major Requirements

The preceding sections outlined the mission, goals, competencies, and practice behaviors of the Seattle University Social Work Program. Each course within the Program has an established set of learning outcomes. Each course outcome is tied to the program outcomes (i.e., competency) as indicated by "POX" following the course outcome. By mapping course outcomes and their related readings and /or assignments across the program outcomes / competency, the Program can make certain that all competency required and desired content is contained within the courses offered to students.

Social Work majors are required to complete 62 credits in social work, including those described in Table 4.

Table 4. Social Work Credits Required for Social Work Majors.		
Course Number	**Course Title**	**Credits**
SOCW 250	Introduction to Social Work	5[1]
SOCW 300	Human Behavior in the Social Environment	3[1]
SOCW 301	Human Development and Social Work	3[1]
SOCW 303	History of U.S. Social Welfare Policy	5[1]
SOCW 304	Contemporary Social Policy and Services	5[1]
SOCW 310	Practice I: Social Work with Individuals and Families	5[1]
SOCW 317	Race and Ethnicity	5[1]
SOCW 403	Social Work Research I: Methods	3[1]
SOCW 404	Social Work Research II: Data Analysis	3[1]
SOCW 410	Practice II: Social Work with Groups	3[1]
SOCW 411	Practice III: Social Work with Organizations and Communities	5[1]
SOCW 460-2	Field Seminar I, II, III	3[1]
SOCW 470-2	Field Practicum I, II, III	9
Choose electives from SOCW, or other departments as approved by Program Director		5
Total		**62**

[1] Must be graded C (2.0) or better

F. Social Work Two Year Plan of Study

The sequence of courses over the Junior and Senior years is displayed below in Figure 1. Students may declare social work as their major in their freshman year. However, the freshman and sophomore years are generally dedicated to completion of the University and College requirements. The Program recommends **sophomores take SOCW 250, Introduction to Social Work.** This required social work course serves as the foundation for all other social work courses and provides an excellent overview of the profession, its philosophy, methods and values and ethics.

The Social Work plan of study is highly sequenced, one course building upon another and thus often being a prerequisite for the next course in the sequence. Many courses are only offered in the quarter identified below. Prerequisites for entering the field are SOCW 300, 301, and 310. A two-year schedule of classes is posted on the Program's web page that includes scheduling of elective offerings. It is also found in the appendices of this Handbook. However, it is possible in a given year that there may be some differences in when special topics classes electives will be offered. Please check with the Program for details. **ADST 480** may be taken in any quarter offered. The Biology Department plans to offer **BIOL 101** every quarter during the regular academic year.

Figure 1. Typical Social Work Two-Year Plan of Study.
62 credits

Seattle University's Core Curriculum Phase Three: Responsibility and Service Requirements:

- Ethics (300-level), Theology/Religious Studies (300 level)
- Interdisciplinary Course on a Contemporary Problem: Social Work requires ADST 480 Intro to Drug and Alcohol Addiction
- Senior Synthesis: Social Work requires SOCW 490 Social Work Research III: Capstone

Social Work majors are required to apply for formal admission as a Bachelor of Social Work (BSW) degree candidate in the fall of their junior year.

Junior year	Fall	Winter	Spring
	SOCW 303 History of U.S. Social Welfare Policy (5) (Also offered in Spring)	SOCW 300 Human Behavior the Social Environment (3)	SOCW 301 Human Development and Social Work (3)
	SOCW 317 Race and Ethnicity (5)	SOCW 304 Contemporary Social Policy and Services (5)	SOCW 310 Practice I: Social Work with Individuals and Families (5)
	SOCW 250 Introduction to Social Work[1] (5)	Ethics (PHIL 300 level) Core curriculum	THRS (300 level) Core curriculum
BSW Total Credits	(15)	(8)	(8)

Senior year	Fall	Winter	Spring
	SOCW 404 Social Work Research II: Data Analysis (3)	SOCW 403 Social Work Research I: Methods (3)	SOCW 490 Social Work Research III: Capstone[3] (3) Core curriculum
	SOCW 460 Field Seminar (1) SOCW 470 Field Practicum[2] (3)	SOCW 461 Field Seminar (1) SOCW 471 Field Practicum (3)	SOCW 462 Field Seminar (1) SOCW 472 Field Practicum (3)
	SOCW410 Practice II: Social Work with Groups (3)	SOCW411 Practice III: Social Work with Organizations and Communities (5)	SOCW Elective[4] (5) ADST 480[3] Core curriculum
BSW Total Credits	(10)	(12)	(9)

[1] SOCW 250 Introduction to Social Work is required prior to applying for admittance as a BSW candidate, therefore social work majors are advised to take it during their sophomore year.

[2] SOCW 470-2 Field Practicum: Monday and Wednesdays are designated as "field days". Required senior social work classes are offered on Tuesdays and Thursdays.

[3] SOCW 490 and ADST 480 meet CORE requirements and while required in the Social Work major, do not count towards the 62 credits in the major.

[4] Electives may be taken at any time during the two years of study.

G. Social Work Course Descriptions

Required Courses

No. of Credits

SOCW 250 Introduction to Social Work 5
Historical development of social welfare practices and institutions. Theoretical bases underlying the structure and function of social welfare systems and services. Philosophy and methods used by professional social workers in meeting human needs.

SOCW 300 Human Behavior in the Social Environment 3
The theoretical perspectives for studying human behavior. The importance of organizations, communities, society and global influence in understanding human behavior in the social environment. Pre-requisite BIOL 101.

SOCW 301 Human Development and Social Work 3
Psychological, physiological and social approaches to human development across the life span. Examines the effects of culture, social systems and institutions on individual development from an ecological perspective.

SOCW 303 History of U.S. Social Welfare Policy 5
An examination of the history of attitudes and policies concerning poverty and related social problems in the United States. Course covers historic roots of social policy focusing most intently on the late nineteenth century through mid-1980's. History of the development of the social work field and the role social work plays in advancing social policy concerns.

SOCW 304 Contemporary Social Policy and Services 5
Course covers development of social policy from mid-1980's through current policy with a focus on an examination of the array of state and federal programs for poverty, disability, and social security. Course addresses contemporary social problems and analysis of the range of policy alternatives with emphasis on the role of social workers as policy advocates.

SOCW 310 Practice I: Social Work with Individuals and Families 5
First course in a three-course sequence of generalist practice methods. Focuses on the knowledge, values and ethics, and methods for working with individuals and families. Skills in assessment, planning, interviewing, intervening, evaluating and terminating. Accepted Social Work degree majors only. Prerequisite SOCW 300.

SOCW 317 Race and Ethnicity 5
Investigation of the social construction of race and ethnicity in comparative perspective, including the political and socio-historical factors affecting individual and group identities. Special attention paid to the economic and social-psychological dimension of racism and domination. Cross listed with SOCL 317.

SOCW 403 Social Work Research I: Methods 3
Methods of scientific investigation with application to the social welfare field. Values and ethics for social work research. Stages of the research process including design, data collection, qualitative and quantitative methods. Accepted Social Work degree majors only. Co-requisites: SOCW 471.

SOCW 404 Social Work Research II: Data Analysis 3
An introduction to data analysis strategies for quantitative and qualitative data. Introduction to the application of computers and computer software in descriptive and inferential statistics. Majors only.

SOCW 410 Practice II: Social Work with Groups 3
Second course in a three-course sequence of generalist practice methods. Focuses on the values and ethics, knowledge base, and intervention methods foundational to practice with groups. Skills in group participation and leadership. Accepted Social Work degree majors only. Prerequisite: SOCW 310.

SOCW 411 Practice III: Social Work with Organizations and Communities 5
Third course in a three-course sequence of generalist practice methods. Focuses on the values and ethics, knowledge base, and intervention methods foundational to practice with organizations, and communities. Working with organizations and communities to solve problems through assessment, planning, intervening, and evaluating. Accepted Social Work degree majors only. Pre-requisite: SOCW 310 and SOCW 410.

SOCW 460, 461, 462 Field Seminar I, II, III 1 each
The field seminar is offered concurrent with the Field Practicum experience. Integration and application of social work foundation content areas with generalist practice. Professional development and growth, including peer consultation. Accepted Social Work degree majors only. Pre-requisite: SOCW 310. Co-requisite: SOCW 470-2.

SOCW 470, 471, 472 Field Practicum I, II, III 3 each
The 450 hour field practicum allows the student to critically apply knowledge to actual practice and to develop as a professional while placed in a social service agency under the supervision of a social work professional. Accepted Social Work degree majors only. Mandatory credit/no credit. Pre-requisites: SOCW 300, 301, 310. Co-requisite: SOCW 460-2.

SOCW 490 Social Work Research III: Capstone 3
This course serves as the final capstone experience in the BSW Program as well meets the senior synthesis requirement of the University's Core Curriculum. The senior synthesis allows students to demonstrate their mastery of program curricular content and ability to integrate and apply learning from across the curriculum through evaluating a component of their field practicum. Students are asked to reflect on the ways in which social work practice builds on learning from the foundation courses, including the Core Curriculum and the required additional courses in language and history required by the College of Arts and Sciences. The course challenges students to discern the extent to which they have changed and grown as persons over their four years of university-level education. Corequisites: SOCW 462, SOCW 472. Meets senior synthesis requirement.

Electives

SOCW 370 Global Social Welfare and International Aid 5
Examination of issues related to social welfare in a global context, including the role of international agencies such as the IMF, World Bank and humanitarian organizations. Critical comparison of social welfare in the USA and another country, with a focus on the role of culture

in social welfare policy and practice. Study/service abroad for credit is an optional component of this course.

SOCW 375 Health and Human Services in Belize 5
An exploration of the history, culture, and health and human service infrastructure of Belize in the context of thinking critically about global issues in health and social welfare. Students meet weekly during spring quarter and spend 10 days working with agencies in Belize according to their interests and skill set. (Cross-listed in Nursing)

SOCW 305 Juvenile Justice 5
An overview of the juvenile justice system from its early history to contemporary philosophy, issues and interventions with today's at-risk adolescents. Sociological, psychological and developmental theories that attempt to explain why youth act-out criminally, as well as current practices being used by King County's Juvenile Probation Department, and other youth-serving agencies, to intervene are covered.

SOCW 400 Social Work with Children and Youth 5
A course focusing on methods of working with children and youth in social and interpersonal conflicts at home, in school and in the community. Also covers child welfare system, intervention, ethical and legal responsibilities.

SOCW 401 Working with Troubled Families 5
Behavioral dynamics in family systems, the reciprocal nature of relationships, and conceptual framework for working with families. Examination of: child abuse, oppressed families, family violence, chronic illness, death and dying and addictions.

SOCW 402 Mental Illness 5
The nature, dynamics, and treatment of madness and insanity from a socio-cultural perspective. Theoretical perspectives on the cause of mental illness, including the social causes including: class gender and cultural differences. Therapeutic approaches in cross-cultural and historic perspectives. Contemporary definitions and treatment.

SOCW 481 Domestic Violence 3
An overview of issues related to intimate partner violence in the United States. An introduction to current theories, research, interventions, and prevention strategies, including local services and legal remedies for domestic violence victims, perpetrators and their children

SOCW 482 Politics of Homelessness 3
This course examines homelessness in Seattle and King County from social, economic, political, and ethical perspectives. Consideration will be given to the causes, characteristics, and potential cures of/for homelessness. Presentations from homeless and formally homeless people, service providers, and local public officials responsible for policy responses to homelessness, are key features of this course.

H. Introduction to Field Education

Field Education is comprised of two interdependent components: Field Seminar (SOCW 460-2) and Field Practicum (SOCW 470-2). Together these components provide the major culminating experience for

social work majors, integrating and applying both theory and practice. The Field Seminar provides the student with the opportunity to participate in a faculty led, integrative seminar while in an agency placement each quarter. The seminar design and sequencing of delivered of content strives to keep in mind the whole student and their process of growth. The Field Practicum provides the student with the opportunity to develop and improve generalist practice skills at a selected social service agency under the supervision of an approved, experienced social worker. The student's field experience runs concurrently over Fall, Winter, and Spring quarters for a total of 450 hours. The student is at the agency 150 hours per quarter, averaging 15 hours per week for 10 weeks.

The Field Practicum is a critically important part of the Social Work Program. Graduates often describe their field placement as the most significant and influential experience of their undergraduate education. Students begin to apply the skills they have learned in the classroom and integrate the components of their education in working with real life agency-based situations. Pre-requisites for the field include:

1. Complete with a grade of C (2.0) or better, required pre-requisite coursework: SOCW 300 Human Behavior in the Social Work Environment, SOCW 301 Human Development and Social Work, SOCW 310 Social Work with Individuals and Families.

2. Cumulative G.P.A. in social work classes of 2.0

3. Be able to concurrently enroll in second and third practice courses (SOCW 410 Practice II: Social Work with Groups and Practice III: Social Work with Organizations, and Communities).

The field placement provides students with a generalist practice experience. Field agencies are expected to provide students with a variety of assignments with multi-level practice, in which students work with individuals, families, groups, organizations and communities. At a minimum, the agency should provide opportunities for the student to work with clients three different client systems with at least one at the macro level - organizations or communities - (in addition to work with individuals, families and/or groups).

During the Field Practicum, the student is in contact with the public, usually in terms of working with agency clients. This contact with the public necessitates ethical practice in which the student discloses their student status to clients, works closely under supervision, and is careful to limit his/her level of practice to areas within their training and ability. The student must also be well versed in the expectations for ethical social work practice as described in the N.A.S.W. Code of Ethics (See Appendices).

Students participate in a placement process for the Field practicum in the winter of their junior year. First students attend the Introduction to the Field meeting during which they learn about the placement process and hear about the experience from a panel of Practicum Instructors and current BSW seniors. The next step for students is to complete the Practicum Application, which includes selecting three potential sites. Information about approved placement sites is available electronically and via a Field Agency Resource Binder in the Social Work office. Students then meet individually with the Field Director to discuss their application. Students are subsequently matched with an agency. Following the pre-placement interview at the agency, the student and agency representative notify the program of their acceptance (or rejection) of the placement. The Program's Field Manual can be consulted for a more in-depth discussion of the Field Practicum.

Because fieldwork involves contact with the public, especially with vulnerable individuals, students who do not have the required skills, attitudes, and capacities will not be placed in an agency. In that event the student will not be able to complete the Program. This is a very serious decision made only under conditions in which respect is given to due process and student rights. (See Seattle University's Professional Conduct policy)

V. Advising, Support, and Engagement

A. Academic Advising

The Social Work program has **dual advising system** for Social Work majors. Upon declaring a major in social work, students are assigned both a College of Arts and Sciences Academic Advisor as well as a Social Work faculty member. Hence, in *SUOnline* students will see two names, one Academic Advisor and a Social Work faculty member. Given, the prerequisites and sequenced nature of the curriculum, we highly encouraged students to see their advisor each quarter during Advising Week as a minimum. Each student will have a 2 or 4 year Plan of Study which they must follow to ensure they remain on track for timely completion of the Program. Any desired variations from the established typical plan of study must be approved by a student's advisor. If a student wishes to include an education abroad experience during their time at Seattle University, it is wise to plan ahead.

All **freshman and sophomores** will be advised primarily by the College of Arts and Sciences Academic Advisors in the College's Advising Center. The Advising Center has flexible hours to accommodate student schedules. Social Work faculty are always available for professional or academic planning meetings. Any special situations, (i.e., questions about fitting in an education abroad, selecting a minor, course withdrawals, needing a petition to exception to policy) must also be discussed with and approved by Social Work faculty advisor. **Juniors and seniors** will primarily be advised by assigned Social Work faculty, though students may also gain assistance the College's Academic Advisors for registration assistance and final degree audits. All faculty maintain office hours, which are posted each quarter in addition to be available for scheduled appointments.

Prior to Advising Week, an Advising Memo is emailed and distributed to social work majors. The memo details that quarters' required social work course offerings. During Fall and Spring Quarter the Program has mandatory advising which means a hold will be placed on all social work majors' registration until they have met with their advisor. After that meeting, the advisor will lift the hold enabling students to register.

Students often focus on course selection for the following Quarter in advising sessions. Faculty advisors develop two year study plans with Juniors and Seniors using the form in the Appendices. That insures all University and program requirements are met for graduation. In addition, advising can also assist students to:

- Select Core courses
- Incorporate a Study Abroad experience
- Identify a possible minor consistent with their interests

- Select Social Work electives
- Face challenges through discussion, problem solving, and/or referral to on-campus or off-campus resources (i.e., Loyola Learning Center / Disabilities Services, the Writing Center, Counseling and Psychological Services, and Registrar's office.
- Explore career and academic goals
- Reflect on the personal "fit" with the social work field and profession of social work
- Begin the process of discussing the field practicum and areas of practice interest

In preparation for an academic advising appointment in advance of registration, students are encouraged to use the academic advising tools (See Appendices) available through the Program and University including:

- Arts and Sciences Core Requirements Checklist form
- Social Work Two Year Plan of Study form
- Academic Evaluation available from the website: www.suonline.edu , which shows how students are progressing in the major

B. Professional Advising

The Social Work Program values and recognizes that many students will be desirous of gaining social work experience whether paid or volunteer after graduation. Discernment about life after completion of the BSW degree is woven throughout a student's experience in the Social Work program. Faculty advising plays a particular role in assisting students. Students may choose to find work as a generalist practitioner, volunteer for a national or international service organization or apply to graduate school.

Career advising for generalist practice upon completion of the BSW degree is a significant area of focus between students and their advisors. Our faculty has direct practice experience to draw from when discussing career options including: school-based social work, juvenile justice, public health, residential treatment, domestic violence, housing and homelessness and child welfare. Advising faculty are also able to connect students to other social work faculty and practicing social workers within the community depending on their interests for informational interviews and job shadowing. Seattle University Social Work alumni are employed at numerous local human service organizations (i.e., Elderhealth Northwest, Child Haven, Atlantic Street Center, First Place) and are also resources for information. Graduates have also gone on to volunteer for national and international organizations including: AmeriCorps, Peace Corp, Jesuit Volunteers, Teach for America, and Catholic Relief Services. Advisors can also assist students who are considering graduate study in Social Work by providing information about web sites, materials in the Department, and library materials that will facilitate their search.

In addition to professional advising, the program engages in a variety of sponsored and co-sponsored events to assist students in their discernment of post-graduate paths. An annual **Professional Development Night for Social Work Majors,** sponsored by the Program and hosted by the Career Development Center, is held in Winter Quarter. During the workshop students learn about networking,

identifying their work-related strengths, preparing resumes, and doing a job search. Recent alumni join current students for the evening's small group activities as well as sit on a panel and share their employment search experiences. Human Resource professionals from several local social service organizations share what they look for in an employment and interviewing strategies. Students have found this evening very helpful as they prepare for life after graduation. Waiting until Spring Quarter is too late to strategize your job search. **Plan on attending this event** where you will get the most in-depth preparation for career planning and job searches.

The **Career Development Center** (296-6080 www.seattleu.edu/student/cdc/) in the Student Center Pavilion is a great resource to draw upon. The Center hosts an annual **Job Fair** with excellent representation from local non-profit organizations. Staff in the Center is also available for individual appointments for one-to-one assistance. Many local non-profit organizations electronically post job listings as well through the Center. The numerous service organizations: AmeriCorps, Jesuit Volunteers, Peace Corps, Teach for America, Catholic Refugee Services, and Merci Corps also are frequently visiting campus and classrooms.

B.S.W. students often consider **graduate school** at some point post-graduation**.** Numerous graduates have chosen to pursue a Master's in Social Work at universities around the country. Several M.S.W. programs have a degree option, called Advanced Standing. This path of study acknowledges the B.S.W.'s academic work and field practicum experience as equivalent to the first foundational year of graduate school. Advance standing programs do not exist at all universities and vary in their admittance requirements. ***Generally however, you will need to get a 3.0 GPA and a B in all your social work courses to be eligible for advance standing in a MSW program***. Typically students have 5 years after graduation with their BSW to apply.

During the year, the Social Work program hosts an **MSW Fair.** Typically 5-10 local and national schools of social work attend as well as various service programs including Peace Corps, Jesuit Volunteers, Teach for America, etc. Simultaneously there are breakout sessions on led by faculty on the decision to attend graduate school and variables to consider when selecting graduate schools.

C. Support / University Resources

Career Development Center

296 6090, www.seattleu.edu/student/cdc
The Career development Center offers services to assist students and recent graduates in career choices. These include internship assistance, career testing and employment guidance, plus resume and cover letter writing and job search strategies

Commuter Services

296-6297, www.seattleu.edu/student/commuters/collegia
The Collegia Program provides services for students who live off campus and student populations that might benefit from extra networking and collegial support (i.e., Transfers students, Nontraditional students and Students who are parents) There are five Collegiums that students can join and benefit from a lounge designated for gathering, studying, cooking and relaxing while on campus

Counseling and Psychological Services (CAPS)

296-6090, www.seattleu.edu/student/counsel/
Counseling and Psychological Services assists students in meeting the challenges of college life by encouraging healthy personal choices and balanced perspectives. Students can seek counseling and psychological services for a variety of concerns and reasons. Services are provided without charge to current students. All clinical services are confidential and no information is released without student consent.

Disability Services

296-5740, http://www.seattleu.edu/disabilitiesservices/
Disability Services is a program within the Loyola Learning Center that provides academic counseling, support, advocacy and referrals for students with disabilities. The office arranges academic adjustments, such as testing adaptations, note takers, books on tape, facilities access, adaptive/auxiliary aids and interpreters, and coordinates other forms of reasonable accommodations to allow students with disabilities to participate in university programs, services, and activities.

International Student Center

296-6260, www.seattleu.edu/student/isc
The International Student Center strives to enable international students to achieve success at Seattle University and enrich the campus community through their cultural perspectives. The ISC also serves as a focal point for activities and programs of cultural, educational, or social significance.

Lemieux Library

296-6230, www.seattleu.edu/lemlib
Social Work students will benefit from the Library's link to the campus-wide computer network. The on-line catalogue is accessible 24 hours per day from remote sites in classrooms, dormitory rooms, offices and computer labs. It is also accessible off-campus through the University's modem pool or the users' own Internet Service Provider. Through the University's web page, users have easy access to a number of databases, indexes, and electronic databases.

Learning Assistance in Student Academic Services

398-4450, http://www.seattleu.edu/sas/LearningAssistance/default.aspx?id=29100
The Loyola Learning Center provides academic support and study skill enhancement for students. The Center provides one to one academic consultation to improve learning habits and study skills, tutoring, study groups and learning strategy workshops to students who may be experiencing academic difficulties. Students may seek out services or be referred as part of a support plan.

Office of Fellowships

296-2517, www.seattleu.edu/fellowships/
The Office of fellowships supports undergraduate students in their search for fellowships, grants and other academic opportunities. Its primary mission is to support students through the application process including writing assistance, advising, and interview preparation.

Office of Multicultural Affairs (OMA)

296-6070 Student Center, 320 www.seattleu.edu/student/oma
OMA Mission, "We are committed to supporting the academic, personal, social, and cultural success of students of color. To do so, we provide a variety of services, programming, and referrals to complement, enhance, and support instructional learning. We are dedicated to the promotion of a campus community that appreciates, encourages, and celebrates diversity." OMA goals are: to encourage cultural awareness for the campus community, to support multicultural student retention, and to advise and advocate for students of color.

Public Safety

296-5911 (emergency), 296-5990, www.seattleu.edu/safety
Public safety provides 24 hour security for the campus. Security staff is available to assist students in a variety of ways including first aid, safety escorts, crime prevention and vehicle assistance.

Student Academic Services

https://www.seattleu.edu/sas
Student Academic Services includes the Learning Assistance Program (McGoldrick Learning Commons and Bellarmine Advising Center) and Disability Services (Loyola 100). The range of programs and services "provide a variety of opportunities that help students engage more fully in their education and achieve their potential for academic success."

Student Health Center

296-6300, www.seattleu.edu/student/health/
The Student Health Center provides primary health care to all students. All services are confidential and no information is released without student's permission.

Writing Center

296-6239, Engineering 307
Hours: Monday-Thursday 9-5:30 and 7-9:00 pm, Friday 9-3:30, Saturday 10-1:00

D. Engagement: Program

Social Work Club

The Social Work Club provides opportunities for students to learn more about the profession and engage in service activities. The Club has hosted a variety of well-supported events including: community service opportunities (i.e., Educational Awareness day), visits by graduate schools, and a "Professionals in Field" speaker series. Representatives from the Club serve on the Program's Community Advisory Board. Officers are elected each spring to ensure continuity from year to year. A faculty member serves as the Club's advisor. The Club is a main source of student feedback to the Program about student issues and concerns. For information on joining the Club please contact the Social Work office for a list of the current officers.

Phi Alpha Honor Society

The Lambda Tau Chapter of Phi Alpha – a national Honor Society for social work students is also active with social work majors. There is a student representative that mangers membership. The Honor Society combines efforts with the Social Work Club for events and activities. Please contact the Social Work office to find out the student representative and eligibility requirements.

National Association of Social Workers (NASW) – Washington Chapter

NASW's Chapter in the State of Washington provides various opportunities for student members to become educated and involved in local issues. The program has a student representative that networks with other University reps and participate in local chapter meetings. The Washington Chapter of NASW sponsors the annual Lobby Day at the State capital in Olympia. Lobby Day, typically held in mid-January during legislative session draws social workers from around the state and from all the various colleges and universities. The State conference held in April often utilizes student volunteers. Membership for students is available at a reduced rate. www.nasw-wa.org; 1(800) 864 - 2078.

E. Engagement: University

Campus Ministry

296-6075, www.seattleu.edu/campus-ministry
Campus Ministry nurtures and supports the eclectic faith communities at Seattle University. In addition to outreach and education, the office promotes social justice, pastoral care and service, and personal and spiritual growth through various programs and regional and international learning experiences.

Center for Service and Community Engagement

296-2569, www.seattleu.edu/csce/
The Center for Service and Community Engagement (CSCE) promotes student leadership I the community, supports service-learning courses and builds partnerships with local community-based organizations through various service opportunities. Several major CSCE projects include the Annual Serve Seattle Day, a series of service immersion trips and the year-long Student Leader for the Common Good Program.

Student Events and Activities Council (SEAC)

296-6047, www.seattleu.edu/student/seac/
The SEAC is responsible for planning and implementing campus-wide social activities such as concerts, dances, comedy shows, lectures and public forums.

Recreational Sports

296-6441, www.seattleu.edu/student/recsports
Recreational sports provides opportunities for students to get connected with the SU community by participating in club sports, intramurals, leisure education classes, or working out at the Connolly Center.

University Clubs

Seattle University has over eighty vibrant clubs on campus focusing on service (i.e., Habitat for Humanity, Calcutta Club, Friends of Belize, l'arche); cultural heritage (i.e., MEChA, Black Student Union, United Filipino Club, Hui O Nani Hawai'I), recreational and sports and special interests (i.e., Amnesty International, Coalition for Global Concern, Gay, Straight Alliance, Triangle Club). Visit the **Student Activities** website for more details (296-2465, http://www.seattleu.edu/activities/). The University also offers leadership training (296-5323, http://www.seattleu.edu/leadership/) and orientations for new students.

Alumni Activities

As the program continues to develop and grow over the years so does our alumni base. Currently, there are numerous alumni that are employed in the field locally and/or have received advanced degrees (many of which are MSWs. These alumni are interested in networking and continuing their affiliation with Seattle University and the Social Work Program. The Program is actively engaging with its increasing alumni in a variety of capacities. When you graduate consider staying in touch with the Alumni Office here on campus so the Program may reach you for professional gatherings, mentoring opportunities, graduate school resource contact and potential Program committee involvement.

VI. Student Rights and Responsibilities

A. Academic Integrity Policy

Seattle University asserts that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty or fraud will be addressed according to the Academic Integrity Policy. (Taken from https://www.seattleu.edu/registrar/policies.aspx)

The Academic integrity Policy provides and describes a nonexhaustive list of prohibited conduct including:

1. Plagiarism which is the unacknowledged use of the work or intellectual property of other persons, published or unpublished, presented as one's own work.
2. Cheating on Exams and Other Assignments - Acting dishonestly or deceptively in connection with an assignment, examination or other activity related to a course.
3. Academic Fraud - Misrepresenting one's academic work.

Students are encouraged to consult the original policy in its entirety in order to familiarize themselves with breath and scope of Academic Integrity and the examples given found in the link provided.

B. Accommodation Policy for Students with Disabilities

Seattle University provides reasonable accommodation to students with documented disabilities in academic situations in order to ensure equal opportunity for participation in all its programs and

activities. "Academic adjustments are modifications in how students participate in classes and activities. These modifications allow students to meet standards, but do not change them. Academic adjustments give students equal access to the educational opportunities of the University." (Disability Services)

If you have, or think you may have, a disability that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process. http://www.seattleu.edu/disabilitiesservices

Students with approved accommodations must discuss their needs with their professors—and it is suggested that they also discuss their needs with their program advisor.

C. Change in Criminal Background

Once admitted as a BSW candidate, students are responsible for notifying the Program Director if there is a change in the student's criminal background history, such as a new criminal charge.

D. Code of Student Conduct

As a Catholic and Jesuit university, Seattle University is a learning community that values the dignity and worth of persons. Consistent with its values, the University fosters the respect needed for students to live, work, study, and socialize together as a community. All members of the University community are expected to observe standards that reflect personal accountability and responsibility for the common good; demonstrate regard for the safety, security and health of others; maintain the atmosphere needed for study and reflection; show respect for individuals; and value truthfulness and personal integrity. This policy is referred to as the "Code of Student Conduct" or "Code." (Taken from University's Student Handbook found at http://www.seattleu.edu/studentdevelopment/Inner.aspx?id=11456)

The following summary is categories of unacceptable behavior that could lead to disciplinary action:

- Acts of dishonesty including plagiarism
- Destructive or unauthorized use of property
- Conduct toward others including:
  - Assault, physical abuse, verbal abuse, threats, intimidation, harassment, and other conduct that threatens the health and safety of any person including oneself
  - Harassment or discrimination on the basis of race, sex, national or ethnic origin, religion, gender, sexual orientation, political orientation, veteran status, or disability
- Sexual misconduct such as exposure, rape, harassment
- Health and Safety offenses including possession, use or display of firearms, explosives or other weapons real or simulated
- Use, possession, providing, sale, or distribution of illegal narcotics

The full text of Seattle University's Code of Student Conduct may be found at the above mentioned website.

E. Contact Information: Current Address and Phone Number, Email

Students are responsible for maintaining current contact information with Seattle University and the Program and check their email weekly. The University and Program will have over the course of a student's time at Seattle University the need to use the U.S. Mail to send official letters. All Seattle University students have assigned email accounts. Students are asked to make sure that they have a viable SU account and check it at least 3 times weekly. We communicate important information and announcements to our students about events, activities, Advising Week, course changes, etc. through Seattle University email. It is student's responsibility to stay abreast of such notifications. Even if students have another email account, they must have and regularly check their SU account.

F. Grievances and Appeal Processes

If students have a grievance defined as dissatisfaction about an academic situation that affects them unjustly or inequitably within a course, they are encouraged to:

1. Discuss with the faculty or adjunct faculty member involved the nature of the grievance.
2. Contact the Social Work Program Director, Professor Mary Kay Brennan or the Department Chair, Professor Jodi O'Brien to discuss the matter, if students do not feel comfortable talking directly to the faculty member or are dissatisfied with that faculty member's response.

In addition, students may always contact the Associate Dean in the College of Arts and Sciences, Prof. Kathleen LaVoy.

Academic Grading Grievance Policy

Students who want to appeal the assignment of a course grade given in a particular course should consult the procedures set out in Seattle University's Academic Grading Grievance policy (Policy #2004-7) available at https://www.seattleu.edu/registrar/policies.aspx. This policy outlines the process that guides the University's response to allegations that a faculty member acted arbitrarily and capriciously in assigning course grades.

Academic Probation Dismissal Appeal UG

Students who desire to appeal probation or dismissal due to academic deficiencies should consult the procedures set out in Seattle University's Academic Probation Dismissal Appeal UG available at https://www.seattleu.edu/registrar/policies.aspx.

Professional Conduct: Appeal Procedures

Students who desire to appeal dismissal from the Social Work program due to violations of the programs professional standards of conduct should consult the procedures set out in Seattle University's Professional Conduct policy available at: https://www.seattleu.edu/registrar/policies.aspx.

G. Involvement in Program Governance

Students can and do provide important feedback about the overall functioning of the program including for example: curriculum content and effectiveness of teaching; policies and procedures; level of support and engagement with students; connections to our community; and faculty hires. Student input helps shape and continually improve our program. In addition, students can be involved in College initiatives. To that end there are several avenues for formal and informal involvement including:

Community Advisory Committee

The Social Work Program's Community Advisory Committee is made up of social work faculty, University program and department staff, agency representatives, Practicum Instructors, alumni, and current students. The Program Director appoints a student representative in addition to inviting a SW Club officer to serve on the Board. The Advisory Committee provides input to the Program Director and faculty about a range of issues including: contemporary issues in the profession and emerging trends, review of Program assessment summaries and plans for improvement, and remaining engaged with our constituencies through collaborative efforts.

Practicum Advisory Board

The Practicum Advisory Board consists of the Field Director, social work faculty, Practicum Instructors, and two social work students that are in the field. The Board provides input to the Field Director on the functioning of field education; policies and procedures; and current issue and needs in the field. Student involvement and input is sought because their experience "on the ground" in the field provides valuable observations about the Field Practicum functioning.

Exit Focus Group

One of the methods of program evaluation and inputs for continual improvement is the exit focus group with seniors. Students are asked open-ended questions (i.e., strengths and weaknesses of the program) as well as more specific follow up questions. The facilitator creates a written summary of the focus group, which is provided to the faculty for discussion at the annual retreat as part of the assessment process.

Informal Program Meetings

All social work majors are invited to periodic informal brown bag meetings with the Director and faculty to discuss topical issues of interest and areas of involvement (i.e., International study, curriculum revisions, etc.). This method allows for free flowing relaxed discussions on a range of issues and serves to keep faculty abreast of concerns of students.

College of Arts and Sciences Student Executive Council

Chairs and Program Directors of each Major in the College of Arts and Sciences nominate a student to be on the Dean's Student Executive Council (SEC). This Council works with and advises the Dean of the College on various tasks and topics. The SEC participates in the College of Arts and Sciences New Student Convocation as well as organizing the annual student nominated faculty awards and student academic awards.

Associated Students of Seattle University (ASSU)

296-6050 www.seattleu.edu/assu
The ASSU, Seattle University's undergraduate student government, organizes and leads service and programs geared to students.

H. Student Academic File

The Social Work program maintains a file on each social work student. This file contains:

- University correspondence including the acceptance letter
- Transcripts from all schools attended and grades from all courses at Seattle University
- The student's completed Social Work degree candidate application materials and the Program's response letter. Criminal background check results are kept in a separate file in the Director's office.
- All of the Field Education completed forms and evaluations
- Advising worksheets that record a student's recommended plan of study developed by the faculty advisor
- Program evaluations

All faculty and staff have been in-serviced in the Family Educational Rights and Privacy Act (FERPA) and agree to abide by it. Social Work faculty and staff have access to student filed. Upon graduation, all duplicate and irrelevant information is taken from the file, which is then transferred to a locked cabinet. Filed are often used for letters of recommendation. Students may review their own file.

VII. Program and University Policies

Please Note: In the effort to provide students with the most up to date and accurate University and College policy and procedural information, including contact names and numbers, we have been counseled to provide direct web site links to referenced policies versus directly citing and placing referenced polices in the Handbook.

A. Probation, Repeating a Course, Suspension, or Dismissal from the Social Work Program

Social Work is an applied discipline involving professional practice with defined standards and ethics of care.

The Social work curriculum encompasses course work within the traditional class setting, academic service learning, practice lab, and in the field. Field Education is comprised of the Field Seminar and Field Practicum. The Field Practicum is a 450 hour, credit bearing, supervised, evaluated, and graded experience in a social service agency with clients and colleagues. Students' performance in the field

encompasses professional values, knowledge and skills as articulated by the Council on Social Work Education (CSWE) Competencies and Practice Behaviors. Field Performance standards for Social Work students therefore involve academic as well as professional performance conduct and competencies. In addition, students receive and agree in writing to comply with the National Association of Social Workers (NASW) Code of Ethics.

Seattle University's Professional Conduct policy (Policy #2011-2) recognizes the responsibility of in this case, the Social Work the program to protect the clients that students may work with in their field education practice settings and insure students conform to Social Work professional codes of conduct. The policy states:

In preparation for their chosen professions, Seattle University students may work in direct contact with clients or patients as a part of their practice, clinical or field experiences. Due to the obligation to protect clients and patients, students in practice and other professional settings must demonstrate the requisite knowledge, skills, and judgment needed to be a competent practitioner. Additionally, students in practice and other professional settings must at all times conform to conduct that demonstrates the appropriate ethical, professional and social (behavioral) attributes expected of professionals in that practice. Professional conduct is, therefore, determined by the professional standards and codes of ethics of the profession for which the student is being prepared and educated.

Therefore, all faculty are responsible to report concerns to the Program Director or other relevant faculty members to ensure student academic integrity and ethical practice. Often, a faculty member will first address the situation with the student and given the severity of the situation may notify the student's faculty advisor. At times, other faculty within the program may be consulted and information disclosed in the spirit of gathering a full picture of the situation and potential responses. If the student is in the field, the Field Practicum Instructor (agency-based supervisor) may initiate contact with the program's Faculty Liaison or be contacted by the Faculty Liaison or Field Director. If a pattern of behavior or professional conduct is noted that is interfering with academic success or practice, a **Plan for Improvement** may be constructed and maintained by initiating faculty member. If the concern is field related, the Field Faculty Liaison will meet with the student and Practicum Instructor to construct a **Plan of Improvement**. A detailed procedure is outlined in the Field Manual.

If the situation is not resolved by the above described informal process or if the situation is of a more serious nature all involved parties (i.e., student, involved faculty, Faculty Advisor, Program Director, Field Director) shall meet to discuss the academic and /or behavioral concerns. Potential disciplinary action could include:

1. Probation
2. Suspension / Removal from the field
3. Dismissal from the program

Following the meeting, a letter will be written by the Program Director documenting the determination of disciplinary action. If the decision results in probation, suspension, or removal from the field, a clear description of the student required steps or actions necessary will be outlined as well as a timeline for completion and process of review. If the decision is to dismiss the student from the program, the student will be informed of the appeal process outlined in the Professional Conduct policy (2011-2). A copy of the letter will be sent to the student's advisor and relevant Social Work faculty members. As

with the procedures set forth in the Professional Conduct policy, the Dean of the College of Arts and Sciences will also be notified. Meeting notes shall be recorded and kept by the Program Director.

Probation

A student will be placed on probation for the following term for any of the following circumstances:

1. The student's cumulative GPA falls below 2.0
2. The student's social work major GPA falls below 2.0.
3. The student achieves a grade lower than C (2.00) in any social work required course.
4. The student fails 10 credits of coursework in one quarter.
5. The student's participation in the Field Practicum displays a pattern of behavior or professional conduct that is significantly interferes with their performance and places them in danger of failing field.
6. The student is found to have engaged in unsafe, unethical, illegal, or unprofessional conduct. (Misconduct may warrant disciplinary dismissal rather than probation. See Dismissal from the Social Work Program below).

When a student is placed on probation, the Program Director, with recommendations as needed from the all full-time faculty, establishes the terms and conditions for the student's continuing progression in the Social Work program. The student must comply with the conditions of probation in order to progress in the Social Work program.

Repeating a Course

1. A student who receives a grade lower than C (2.00), No Credit, or a W (withdrawal) in any social work required course must repeat that course. The student may repeat any social work course only once after receiving a grade lower than C, No Credit, or a W.
2. A student who fails or withdraws from the Field Practicum must also withdraw from the linked courses: Field Seminar, Methods, and Capstone and repeat the entire sequence.

Suspension / Removal from Field

As described in the Field Manual, Practicum Instructors and the Field Director have the authority to suspend or remove the student from the Field Practicum site pending the investigation of possible unethical, illegal, behavior. They will not be replaced in the original agency or placed in another agency until the situation is resolved. The Field Policy Manual should be consulted for detailed policy and procedure.

Quoting from the Professional Conduct policy 2011-2:

> In instances where a student engages in behavior that violates the applicable Professional Conduct Policy and/or poses a risk of harm to clients, patients, other students, and/or themselves, the student may be removed immediately and temporarily from the practice setting by the responsible faculty member, program director, department chair or university official.

…The decision to remove the student immediately and temporarily from the practice setting is not reviewable or appealable. It is final. The student may also be removed from the site by an appropriate supervisor or administrator of the site according to the policies and procedures of the site. Such actions by site staff are not appealable under this policy.

Dismissal

Academic dismissal from the program will result from any of the following:

1. Achievement of a grade lower than a C (2.0) in a social work course being repeated
2. Students who are on Academic Probation after two consecutive quarters
3. Failing grade or withdrawal from two Social Work courses
4. Violation of Seattle University's Academic Integrity Policy (2011-03, https://www.seattleu.edu/registrar/policies.aspx)

Disciplinary Dismissal will result from any professional conduct violations. The student has engaged in unsafe, unethical, or unprofessional conduct or behavior. A violation of ethics may include:

1. Behavior judged to be in violation of the NASW Code of Ethics, 2008
2. Behavior defined as unprofessional in the Regulations of Health Professions – Uniform Disciplinary Act in the Revised Code of Washington (RCW18.130.180)
3. Documented evidence of criminal activity that is contrary to professional practice occurring during the course of study or which occurred prior to admission to the program and became known after admission
4. Violation of the Seattle University's Code of Student Conduct, 2012 (http://www.seattleu.edu/studentdevelopment/inner.aspx?id=11456)

Appeals

1. The decision to dismiss a student or to place a student on academic probation due to a failing grade will be reviewed under the Academic Probation Dismissal Appeal UG, Policy 2005-2.
2. The decision to dismiss a student or to place a student on disciplinary probation because the student has engaged in unethical, illegal, unprofessional, or unsafe conduct or because the student has not demonstrated the requisite knowledge, skills, or judgment needed to be a competent practitioner will be reviewed under the Seattle University Professional Conduct Policy, Policy 2011-2.
3. An academic penalty that results from a violation of Section 3.5 of the Seattle University Code of Student Conduct, such as cheating or plagiarism, will be reviewed under the procedures in the Seattle University Academic Integrity Policy 2011 - 3.

B. Grading Policy

Social Work majors must receive a C (2.) or better in all required Social Work courses. The Field Practicum is graded Credit / No Credit. The Program follows the University's policies on grading as outlined below contained in the *Academic Regulations of the Seattle University Undergraduate Catalog*. Each letter grade has a quality point value assigned for the grade achieved. The quality point value is assigned to each letter grade as follows:

A	4.0	Superior Performance
A-	3.7	
B+	3.3	
B	3.0	Good Performance
B-	2.7	
C+	2.3	
C	2.0	Adequate Performance
C-	1.7	
D+	1.3	
D	1.0	Poor Performance
D-	0.7	
F	0.0	Failing

C. Nondiscrimination Policy

Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, political ideology or status as a Vietnam-era or special disabled veteran in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, or in its employment related policies and practices. In addition, the University does not discriminate on the basis of genetic information in its employment related policies and practices, including coverage under its health benefits program (Taken from http://www.seattleu.edu/policies/nondiscrimination/).

Students are directed to the Nondiscrimination Policy for directions and contacts for reporting discrimination.

D. Sexual Harassment Policy

The Bachelors of Social Work Program, its faculty and staff, abides by and is committed to the University's policies on sexual harassment in all settings. The Social Work Program is founded on a set of values and principles rooted in social-justice and are strongly committed to providing a climate for learning and growth free from discrimination, harassment, and model for ethical practice. Students will learn more deeply about the dynamics and forms of sexual harassment in the work place and barriers for reporting within their Field Seminar.

The University has two policies pertaining to sexual harassment that are pertinent, one within the Division of Student Development and one in Human Resources. If a student has a concern about harassment by another student or group of students, this should be reported to the Office of Public Safety, the Dean of Students, or any of the Contact Persons listed within the Student Development link below. If a student has a concern about harassment by a member of the faculty, staff or administration,

or by anyone in an employment or teaching situation, this should be reported to Human Resources. **The University policies on Sexual Harassment include students' experiences while in service learning and Field education placements.** To view the policies please see:

> Human Resources Policy manual (http://www.seattleu.edu/hr/inner.aspx?id=38694), Division of Student Development (http://www.seattleu.edu/studentdevelopment/inner.aspx?id=11416), and a policy regarding student-to-student conduct contained within the Student Code of Conduct.

Confidentiality: Those persons responsible for consulting about, investigating, and resolving complaints of sexual harassment will make efforts, to the extent possible, to protect the privacy of both the complainant and the respondent.

Sexual Harassment Defined

(Taken from Seattle University Student handbook
http://www.seattleu.edu/studentdevelopment/inner.aspx?id=11416

Sexual harassment, whether between people of different sexes or the same sex includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other behavior of a sexual nature when:

1. Submission to such conduct is made implicitly or explicitly a term or condition of an individual's employment or participation in an educational program;
2. Submission to or rejection of such conduct by an individual is used as the basis for personnel decisions or for academic evaluation or advancement; and/or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creates an intimidating, hostile, or offensive working or educational environment.

Sexual harassment can occur between or among supervisors, managers and subordinates, faculty and staff, or students, peers, vendors, subcontractors, visitors, and employees or students, and any combination thereof. The harasser is often, but not always, in a more powerful position than the person being harassed. In such situations, sexual harassment is particularly serious because it may unfairly exploit the power inherent in a supervisor's or faculty member's position. All forms of sexual harassment are violations of the University's policy and will not be tolerated.

APPENDICES

Please Note: In the effort to provide students with the most up to date and accurate University policy and procedural information, including contact names and numbers, we have been counseled to provide direct web site links to referenced policies versus directly citing and placing them in the Appendices.

APPENDIX A

ARTS AND SCIENCES CORE REQUIREMENTS CHECKSHEET

Arts and Sciences Core Requirements Checksheet

Name _____ Major _____

Term of Entry _____ Adviser _____

Phase One			
Category	**Credits Needed**	**Courses**	**Completed**
Writing/Thinking	10	ENGL 110 and PHIL 110	
History/Literature	10	ENGL 120 and HIST 120[1]	
Fine Arts	5	FINR 120; ART 100, 120, 161, 211, 212, 213, 314, 317; DRMA 101, 211, 212, 214, 250, 260; MUSC 101, 200, 211 or 212	
Mathematics	5	MATH 107, 110, or higher	
Lab Science	5	Any five-credit laboratory biology, chemistry, general science or physics course, but not computer science	
Phase Two			
Category	**Credits Needed**	**Courses**	**Completed**
Philosophy	5	PHIL 220 Students who transfer into SU with no philosophy credit take PHIL 210	
Social Science I	5	ANTH 120, PSYC 120, SOCL 120, PLSC 120, OR CISS 120[2]	
Social Science II	5	ANTH 230; CRJS 200; ECON 271, 272; PLSC 200, 230, 250, 260; PSYC 210; SOCL 210, 219, 222[2,3]	
Theology/Religious Studies	5	Any approved five-credit course selected from THRS 200-299	
Phase Three			
Category	**Credits Needed**	**Courses**	**Completed**
Ethics	5	BETH 351; PHIL 312, 345, 351, 352, 353, 354, 358, 359; THRS 325	
Theology/Religious Studies	5	Any approved five-credit course selected from THRS 300 – 399	
Interdisciplinary Course	3 – 5	A three to five credit that deals with a contemporary issue from a multidisciplinary perspective. A list of approved interdisciplinary courses will be published in the quarterly schedule of classes and will usually be numbered 480 to 483	
Senior Synthesis	3	A course or project of at least three credits[4]	

[1] ENGL 120 is waived for ENGL majors
[2] No course within the same subject code of the major
[3] The subject chosen must be different from Social Science I
[4] Some depts. may require students to take a specific course

College of Arts and Sciences Requirements

Modern Language

All students in the College of Arts and Sciences completing a bachelor's degree must demonstrate proficiency in a modern language. The requirement may be satisfied in various ways.

1. Completion of at least the third term of a first-year modern language
2. Satisfactory completion of a placement test administered by the Modern Language Department, showing language proficiency equivalent to that attained at the end of one year of study or higher.

History

Students may select either HIST 121 or HIST 231. Asian Studies and International Studies majors are required to take HIST 121 due to the nature of the program. HIST 231 will not fulfill the requirement.

APPENDIX B

SOCIAL WORK PROGRAM ADVISING WORKSHEET

Social Work Program Advising Worksheet

62 credits

Name _____ Advisor _____ Date _____

CORE Needed	College of A & S Needed	Major Needed
Ethics ADST 480 (3)		SOCW 317 Race and Ethnicity (5 credits) SOCW Elective (5 credits)

	Fall Quarter (credits)	Winter Quarter (credits)	Spring Quarter (credits)	Summer
JUNIOR	SOCW 303 History of U.S. Social Welfare Policy (5)	SOCW 300 Human Behavior in the Social Environment (3)	SOCW 301 Human Dev. and Social Work (3)	
	SOCW 250 Intro to Social Work (5)	SOCW 304 Contemporary Social Policy and Services (5)	SOCW 310 Social Work with Individuals and Families (5)	
	Total Credits	**Total Credits**	**Total Credits**	
SENIOR	SOCW 460 Field Seminar (1)	SOCW 461 Field Seminar (1)	SOCW 462 Field Seminar (1)	
	SOCW 470 Field Practicum (3)	SOCW 471 Field Practicum (3)	SOCW 472 Field Practicum (3)	
	SOCW 404 Data Analysis (3)	SOCW 403 Research Methods (3)	SOCW 490 Capstone (3) (Senior Synthesis: Core Credit)	
	SOCW410 Practice II: Social Work with Groups (3)	SOCW411 Practice III: Social Work with Organizations and Communities (5)		
	Total Credits	**Total Credits**	**Total Credits**	

Notes:

APPENDIX C

SOCIAL WORK TWO YEAR SCHEDULE OF COURSES

Social Work Two Year Schedule of Courses 2012-14

FALL 2012 (credits)	WINTER 2013 (credits)	SPRING 2013 (credits)
SOCW 250 (5) Intro. To Social Work		SOCW 250 (5) Intro. To Social Work
	SOCW 300 (3) Human Behavior in the Social Environment	SOCW 301 (3) Human Development and Social Work
SOCW 303 (5) History of U.S. Social Welfare Policy	SOCW 304 (5) Contemporary Social Policy and Services	SOCW 303 (5) History of U.S. Social Welfare Policy
SOCW 317 (5) Race and Ethnicity	SOCW 317 (5) Race and Ethnicity	SOCW 317 (5) Race and Ethnicity
SOCW 410 (3) Practice II: Social Work with Groups	SOCW 411 (5) Practice III: Social Work with Organizations, and Communities	SOCW 310 (5) Practice I: Social Work with Individuals and Families
SOCW 404 (3) Social Work Research II: Data Analysis	SOCW 403 (3) Social Work Research I: Methods	SOCW 490 (3) Social Work Research III: Capstone
Electives: SOCW 400 (5) Social Work with Children and Youth	*Electives:* SOCW 481-01 (3) Domestic Violence SOCW 305-01 (5) Juvenile Justice	*Electives:* SOCW 482-01 (3) Politics of Homelessness SOCW 370 (5) International Social Welfare
SOCW 460 (1) Field Seminar I	SOCW 461 (1) Field Seminar II	SOCW 462 (1) Field Seminar III
SOCW 470 (3) Field Practicum I	SOCW 471 (3) Field Practicum II	SOCW 472 (3) Field Practicum II
ADST 480-03 (3) Intro. To Drug and Alcohol	ADST 480-04 (3) Intro. To Drug and Alcohol	ADST 480 (3) Intro. To Drug and Alcohol

FALL 2013 (credits)	WINTER 2014 (credits)	SPRING 2014 (credits)
SOCW 250 (5) Intro. To Social Work		SOCW 250 (5) Intro. To Social Work
	SOCW 300 (3) Human Behavior in the Social Environment	SOCW 301 (3) Human Development and Social Work
SOCW 303 (5) History of U.S. Social Welfare Policy	SOCW 304 (5) Contemporary Social Policy and Services	SOCW 303 (5) History of U.S. Social Welfare Policy
SOCW 303 (5) History of U.S. Social Welfare Policy	SOCW 304 (5) Contemporary Social Policy and Services	SOCW 303 (5) History of U.S. Social Welfare Policy
SOCW 317 (5) Race and Ethnicity	SOCW 317 (5) Race and Ethnicity	SOCW 317 (5) Race and Ethnicity
SOCW 410 (3) Practice II: Social Work with Groups	SOCW 411 (5) Practice III: Social Work with Organizations, and Communities	SOCW 310 (5) Practice I: Social Work with Individuals and Families
SOCW 404 (3) Social Work Research II: Data Analysis	SOCW 403 (3) Social Work Research I: Methods	SOCW 490 (3) Social Work Research III: Capstone
Elective: SOCW 400 (5) Social Work with Children and Youth	*Electives:* SOCW 481-01 (3) Domestic Violence SOCW 305-01 (5) Juvenile Justice	*Electives:* SOCW 482-01 (3) Politics of Homelessness SOCW 370 (5) International Social Welfare
SOCW 460 (1) Field Seminar I	SOCW 461 (1) Field Seminar II	SOCW 462 (1) Field Seminar III
SOCW 470 (3) Field Practicum I	SOCW 471 (3) Field Practicum II	SOCW 472 (3) Field Practicum II
ADST 480-03 (3) Intro. To Drug and Alcohol	ADST 480-04 (3) Intro. To Drug and Alcohol	ADST 480 (3) Intro. To Drug and Alcohol

APPENDIX D

PROFESSIONAL CONDUCT: APPEALS PROCEDURE

Professional Conduct: Appeals Procedure[2]

https://www.seattleu.edu/registrar/Policies.aspx

Policy Number: 2011-2
Issued: 09/19/2011

I. Introduction

In preparation for their chosen professions, Seattle University students may work in direct contact with clients or patients as a part of their practice, clinical or field experiences. Due to the obligation to protect clients and patients, students in practice and other professional settings must demonstrate the requisite knowledge, skills, and judgment needed to be a competent practitioner. Additionally, students in practice and other professional settings must at all times conform to conduct that demonstrates the appropriate ethical, professional and social (behavioral) attributes expected of professionals in that practice. Professional conduct is, therefore, determined by the professional standards and codes of ethics of the profession for which the student is being prepared and educated.

These procedures apply to student violations of a school, college and/or program's professional standards of conduct that are considered to be so egregious by the school or college as to warrant dismissal from a professional program and/or denial of a certificate or licensure for violation of professional standards.

These procedures are not applicable to alleged violations of the Academic Integrity Policy or the Academic Grading Grievance Policy. In certain instances, conduct that violates a school, college and/or program's professional standards of conduct may also violate the University's Student Conduct Policy and be subject to the procedures in that policy as well.

Grade penalties imposed under the Professional Conduct Policy as the result of the student being removed from a practice setting may not be appealed through the Academic Grading Grievance Policy.

Timelines and procedures applicable to this policy are set forth below. The dean or dean's designee can extend timelines or adjust procedures at their discretion should they determine it is reasonable and necessary under the circumstances. Should the student have concerns about specifics of the procedure in a given case, the student can bring these concerns to the attention of the dean or dean's designee. (See definitions located in the Appendix located at the end of this document.)

In instances where a student engages in behavior that violates the applicable Professional Conduct Policy and/or poses a risk of harm to clients, patients, other students, and/or themselves, the student may be removed immediately and temporarily from the practice setting by the responsible faculty member, program director, department chair or university official. The faculty member or program director/department chair should immediately notify their dean or dean's designee of this action. The decision to remove the student immediately and temporarily from the practice setting is not reviewable or appealable. It is final. The student may also be removed from the site by an appropriate supervisor or

[2] Replaces these college specific policies:
Policy 2001-01 Fair Process Policy for ASBE, SE, MRC & STM
Policy 2005-01 Fair Process Policy for Colleges of Arts & Sciences, Educ, Nurs

administrator of the site according to the policies and procedures of the site. Such actions by site staff are not appealable under this policy.

II. Process for Reporting and Reviewing a Professional Conduct Violation

In all cases where a faculty member believes a student's behavior has so seriously or repeatedly violated the applicable Professional Conduct Policy such that it warrants dismissal from a program or denial of a professional certificate, the faculty member will provide a written description of the incident(s) to the program director or department chair. The program director or department chair will prepare a written report setting forth relevant facts, identifying the relevant witnesses, if any, and a recommendation for further action to the dean or dean's designee.

The recommendation will include the factual basis for the decision and a copy of any reports or other documents, e.g., emails, relevant to the decision. If the student is not available to receive the recommendation in person, the program director or department chair will send a copy via email and via certified mail to the student's addresses of record. In such case, notice will be deemed as given four days after the certified letter is posted. This will be the start date for the appeal timeline detailed in Attachment A.

A student found to have violated a school, college or program defined standard of professional conduct, which results in a recommendation to either dismiss the student from a program or deny the student a professional certificate or licensure, may appeal the recommendation in writing as set forth below.

If the student does not file an appeal within the timeframe set out in this policy, the student waives the right to appeal the recommendation and the recommended decision will be final. The dean or dean's designee will implement the recommendation or action set out in the letter.

III. Time Limits for Filing an Appeal

The student must file a signed and dated written appeal with the dean's office within 10 business days after the date the student receives the recommendation for dismissal or is deemed to have received a copy of the recommendation. Appeals received by the dean or dean's designee more than 10 business days after the decision is deemed received will not be reviewed.

IV. Grounds for Appeal

A student may appeal the decision only on either or both of the following two grounds:

- Failure to Reasonably Exercise Professional Judgment: The program director/department chair failed to reasonably exercise their professional judgment.
- New Information of a Substantive Nature: The student has substantive information that the program director or department chair failed to consider or could not have been presented or discovered prior to the time of the recommendation to dismiss or denial of a certificate, and which would have substantially affected the recommendation or changed the outcome had it been known at the time of the recommendation.

V. Content of Appeal

A signed and dated written appeal should include the following:

- Identification of the recommendation that the student wants to appeal;
- The specific ground(s) for the appeal and an explanation of why, based on these grounds, the recommendation should be changed;
- A statement authorizing the appeal committee to communicate with those persons who were involved in the decision-making process or who may have relevant information concerning the decision. (If the student refuses to sign such an authorization, the appeal process is thereby terminated and the recommendation to dismiss for the program or deny a certificate will be implemented);
- Any substantive information that the student believes the recommender did not consider in the written recommendation;
- The student's current address, telephone number, and e-mail address.

The student should make every effort to include in the request for review all supporting documents and materials the student wishes the appeal panel to consider.

VI. Student Status during the Appeal Process

If a student files an appeal within the allowed timeframe, the student is suspended until the final appeal is determined. While the appeal is pending, the student cannot continue in classes, field or clinical placements, or enroll in additional courses without the express, written approval of the dean or dean's designee. The dean or dean's designee may also prohibit the student from participating in any of the college's extracurricular activities.

VII. Appeal Hearing Procedure

Step 1: Notifying dean or dean's designee that an appeal has been filed
After receiving the appeal, the dean's designee will send the program director or department chair a copy of the appeal.

Step 2: Composition of Appeal Panel
Review of program recommendations by school or college based panel.
Within five business days of receipt of the appeal, the dean shall appoint the chair of the appeal panel (this may be the dean's designee) and three faculty members, if the panel is not already constituted. The chair of the appeal panel shall be a faculty member from the school or college in which the program resides. In no case will either the chair of the appeal panel or any of the faculty members be the individual who reported the violation, filed a written report, recommended or decided that the student would be either dismissed from the program or not be recommended for a professional certificate or licensure.

Step 3: Challenges for Bias
The chair of the appeal panel will send both the program director or department chair and the student a list of the proposed panel members by email. The program director or department chair and the student each may challenge members of the appeal panel for bias within two business days. Such challenges must be in writing and must identify the reasons why they feel the proposed panel member cannot render an objective, unbiased decision. The chair of the

appeal panel will rule on the challenges, and, if appropriate, will request that the dean or dean's designee appoint new members to the panel.

Step 4: Scheduling the Hearing

The chair of the appeal panel will schedule the appeal hearing to be held within 10 business days of receiving the student's written appeal. As a general rule, the hearing should be scheduled so that both the student and the program director or department chair have at least five business days to prepare for the hearing. The chair of the appeal panel does, however, have the right to extend these time limits to accommodate the schedules of the student, the program director or department chair, and the panel members who will hear the appeal.

The chair of the appeal panel oversees the distribution of the written documentation to the panel, the student, and program director or department chair in sufficient time to insure a careful advance review of the materials.

If the student and/or program director or department chair elects to invite a support person, that information should be provided to the dean's designee at least two business days in advance of the hearing.

Step 5: Conducting the Hearing

The chair of the appeal panel will preside over the hearing. Neither the student nor the program director or department chair may bring legal representation to the hearing. However, both the student and the program director or department chair may bring to the hearing a support person of their choice from within the university community. The support person is not permitted to speak, question, or otherwise participate in the hearing process.

As a general rule, the hearing will be conducted as follows:

1. The chair of the appeal panel will open the hearing by introducing the student, the program director or department chair, and the panel members who will hear the appeal.

2. The chair of the appeal panel will ask the student to present their reasons for overturning the recommendation of the program director or department chair. The student has the burden of proving by clear, cogent and convincing evidence that the program director or department chair failed to exercise reasonable professional judgment in determining that the student's conduct violated the relevant professional conduct standards and merit either dismissal from the program or denial of professional certificate

3. The chair of the appeal panel will ask the program director or department chair to respond to the student's evidence and to explain the evidence and the process leading to the decision.

4. The chair of the appeal panel will provide the student with an opportunity to respond to the program director or department chair's statements and evidence.

5. The chair of the appeal panel will give the panel members an opportunity to ask both the student and program director or department chair questions.

6. The chair of the appeal panel will end the hearing by asking if the student and program director or department chair have any final statements and by telling the student and program director or department chair that the panel members, but not the chair of the appeal panel, will meet in a closed session to decide the `merits of the appeal. The student and program director or department chair are each allowed, but are not required to make a final statement summarizing their respective positions. They and the chair of the appeal panel will then leave the hearing.

7. The appeal panel will then meet (or set a meeting time) to conduct their deliberations.

Step 6: Deciding the Appeal

A simple majority vote of the panel members is required to change the decision being appealed.

Step 7: Preparing the Written Opinion

Within five business days of the conclusion of the hearing, the appeal panel will issue a written decision and send by email copies of the decision to the chair of the appeal panel, the student, the program director or department chair, and the dean's designee or dean. The dean's designee or dean will send by certified mail the signed original copy of the report to the student. Unless Part VI below applies, the panel's decision is final and cannot be appealed.

VIII. Limited Appeal

If the student or program director or department chair believes that the appeal process failed to follow the appropriate procedures and that the procedural violation materially affected the appeal decision, either may file a limited written appeal to the dean within five business days of notification of the outcome of the appeal. In this limited appeal the student or program director or department chair should set out the procedure that they believe was not followed, any information they have to support the claim and a statement explaining how that alleged procedural error affected the appeal decision. The dean will review the written material submitted, conduct any investigation they believe is necessary, and make a decision within five business days as to whether material procedural error occurred. This decision is final and not subject to further appeal. If the dean finds that a material procedural error occurred, then the matter shall be remanded to the appeal panel to remedy the material procedural error and reexamine its original decision and make such changes as are deemed appropriate. The decision of the appeal panel on remand is final and not subject to further appeal.

Appendix

Definitions of Terms in this policy:

Dean's Designee An individual appointed by the Dean, often an Associate Dean or Assistant Dean.

Business day Weekdays, Monday through Friday, excluding university holidays.

Practice Setting Any activity or setting (clinical, field, etc.) outside of the classroom in which the student is in direct or indirect contact with clients.

Attachment A

Timeline for Deadlines and Activities Associated with Student Notification and Appeals of Violations and/or Penalties under the Professional Conduct Policy Procedure

Deadline	Activity
4 business days after certified mail is sent	Notification to student of a recommendation for dismissal from a program and/or recommendation not to award professional certificate or licensure
10 business days from date student is deemed notified of the violation report submittal	Appeal submittal to Dean's Office
5 business days after receipt of appeal	Dean appoints the chair of the appeal panel and the three faculty members of the panel, if not already constituted in the college/school.
2 business days after Dean proposes appeal review panel members	Student/Program director/department chair challenges for bias
2 business days before the hearing	Student/Program director/department chair notifies Review Panel chair of support person identity
10 business days from receipt of appeal (with at least 5 business days for student and program director/department chair to prepare)	Appeal hearing
5 business days after hearing	Panel's written decision
5 business days after receipt of decision	Limited appeal to the Dean
5 business days after receipt of limited appeal	Dean's decision

APPENDIX E

NATIONAL ASSOCIATION OF SOCIAL WORKERS (N.A.S.W.) CODE OF ETHICS

National Association of Social Workers (N.A.S.W.) Code of Ethics

Students are expected to abide by the standards set for professional social workers. The National Association of Social Workers (N.A.S.W.) has established and disseminated a Code of Ethics governing all aspects of the profession. This code is fully applicable to students and to the Field Practicum. Failure to follow it or to practice in an ethical matter may result in disciplinary action by the Program, including possible dismissal from the program or non-awarding of the degree, and may further result in adverse action by the Washington State Department of Health, Division of Professional Licensing which oversees the counseling and social work fields. Therefore it is critical that students read and become familiar with the Code of Ethics—and that they seek further information from their faculty advisor, the Program Director, or instructors if they are not certain as to how to interpret or practice within the bounds of this Code.

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly.

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation**,** administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code,* social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

   *For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a

given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code,* there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*

Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are inspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame

covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occurs when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients' circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as

soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious

misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability
(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.
(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.
(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.
(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.
(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely

review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from

current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.
(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to con-tribute to the profession's literature and to share their knowledge at professional meetings and conferences.
(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability

APPENDIX F

EDUCATIONAL POLICY AND ACCREDITATION STANDARDS FROM COUNCIL ON SOCIAL WORK EDUCATION (C.S.W.E.)

COUNCIL ON SOCIAL WORK EDUCATION

Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

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1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals
The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,[3] human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context
Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

> ***Accreditation Standard 1.0—Mission and Goals***
> *The social work program's mission and goals reflect the profession's purpose and values and the program's context.*
> *1.0.1 The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.*
> *1.0.2 The program identifies its goals and demonstrates how they are derived from the program's mission.*

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice
The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

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[3] These six value elements reflect the National Association of Social Workers *Code of Ethics*.
National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers.* Washington, D.C.: NASW.

Educational Policy 2.1—Core Competencies
Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics[4] and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;[5]
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and

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[4] National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.
[5] International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from http://www.ifsw.org

- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement
Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment
Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.[6] In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

[6] Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedelus,* 52-59.

Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 *Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*

B2.0.2 *Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*

B2.0.3 *Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].*

B2.0.4 *Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

B2.0.5 *Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.*

Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

M2.0.1 *Identifies its concentration(s) (EP M2.2).*

M2.0.2 *Discusses how its mission and goals are consistent with advanced practice (EP M2.2).*

M2.0.3 *Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.*

M2.0.4 *Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].*

M2.0.5 *Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

M2.0.6 *Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.*

Accreditation Standard 2.1—Field Education

The program *discusses how its field education program*

2.1.1 *Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.*

B2.1.2 *Provides generalist practice opportunities for students to demonstrate the core competencies.*

M2.1.2 *Provides advanced practice opportunities for students to demonstrate the program's competencies.*

2.1.3 *Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.*

2.1.4 *Admits only those students who have met the program's specified criteria for field education.*

2.1.5 *Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.*

2.1.6 *Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*

2.1.7 *Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.*

2.1.8 *Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.*

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.[7]

Educational Policy 3.1—Diversity

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

3.1.1 *The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.*

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[7] Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). New York: Macmillan.

3.1.2 *The program describes how its learning environment models affirmation and respect for diversity and difference.*

3.1.3 *The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.2.1 *The program identifies the criteria it uses for admission.*

M3.2.1 *The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.*

3.2.2 *The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*

M3.2.3 *BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.*

3.2.4 *The program describes its policies and procedures concerning the transfer of credits.*

3.2.5 *The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.*

Advisement, retention, and termination

3.2.6 *The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.*

3.2.7 *The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.*

3.2.8 *The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.*

Student participation

3.2.9 *The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.*

3.2.10 *The program demonstrates how it provides opportunities and encourages students to organize in their interests.*

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

3.3.1 *The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.*

3.3.2 *The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.*

B3.3.3 *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.*

M3.3.3 *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.*

3.3.4 *The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.*

3.3.5 *Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.*

3.3.6 *The program describes how its faculty models the behavior and values of the profession in the program's educational environment.*

Educational Policy 3.4—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

3.4.1 *The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.*

3.4.2 *The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.*

3.4.3 *The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.*

3.4.4 *The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.*

B3.4.4(a) *The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE- accredited program and a doctoral degree, preferably in social work.*

B3.4.4(b) *The program provides documentation that the director has a full-time appointment to the social work program.*

B3.4.4(c) *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*

M3.4.4(a) *The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.*

M3.4.4(b) *The program provides documentation that the director has a full-time appointment to the social work program.*

M3.4.4(c) *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.*

3.4.5 *The program identifies the field education director.*

3.4.5(a) *The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.*

3.4.5(b) *The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or postmaster's social work degree practice experience.*

B3.4.5(c) *The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.*

M3.4.5(c) *The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.*

Educational Policy 3.5—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources

3.5.1 *The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.*

3.5.2 *The program describes how it uses resources to continuously improve the program and address challenges in the program's context.*

3.5.3 *The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.*

3.5.4 *The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.*

3.5.5 *The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.*

3.5.6 *The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).*

4. Assessment

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

4.0.1 *The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).*

4.0.2 *The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.*

4.0.3 *The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.*

4.0.4 *The program describes how it makes its constituencies aware of its assessment outcomes.*

4.0.5 *The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.*